Shared Reading: “March” by Walt Whitman

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| **Day** | **Content** | **Structure** |
| 1 | * Previewing and setting a purpose for reading * Teaching point: identifying tricky spots | * This week we will be reading one of John Updike’s poems. You already have a lot of experience with John Updike’s calendar poems. Given what you’ve seen in the past, what are some expectations you have for this poem? * What kind of language? What kind of rhyming? What kind of content? * This week we will return to memorizing poems for Friday’s Poetry Café. We want to think about strategies that help us pay attention to each and every word. * One way readers learn more about a poem by paying attention to sticky spots—parts where the rhythm feels different, or the vocabulary is tricky. * As I read through, follow along and see if there are any spots that stand out to you. * T&T—what might be challenging about memorizing this poem, what makes it easier? * Share out a few ideas. * Choral read poem to close. |
| 2 | * Teaching point: Making notations to help us read | * One thing I really like about John Updike’s calendar poems is that they have a real sense of rhythm. * Poets help us see the rhythms they hear in their own work by choosing line breaks and stanza breaks very carefully. When we pay attention to line breaks, we can hear the poem as the poet hoped we would read it. * Sometimes it helps to add more information to the page—making up our own notation as readers to help us remember how we’ve decided to read a particular poem. * Watch while I use my pencil to keep track of my decisions for how I want to read the first stanza * (read through a few times, change things, decide on a final read, and notate—circle or underline words to stress, mark pauses in a big way, etc.) * Now you try: choose on stanza and read it to yourself, then make some notation on your page to remember the choices you made as a reader. * T&T: share with a partner * Share out some ideas/noticings * Echo read together |
| 3 | * Teaching point: listening and echo reading as strategies for memorization | * This week, we’ve been working with John Updike’s poem, “March.” On Friday, everyone will be performing this poem from memory. * We’ve been thinking about fluency—how to read every word smoothly. * One way readers focus on fluency is by reading *and* listening. * Today we’ll use echo reading as a way to get to know this poem. * Echo read this poem with me—I’ll read one line at a time. * Practice echo read. * Now do the same with a partner, reading through the whole poem. * Did anyone notice anything new while listening to their partner read? * Share * Choral read to close. |